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ABSTRACT

This document is one of a series published by the Mehlville School District (St. Louis, Mo.) and used in their workshops for parents regarding family communications. It includes an explanation of Maslow's Hierarchy of Needs, a definition of characteristics of the family constellation, an examination of child development stages, a brief summary of Piaget's theory of cognitive development, and an enumeration of the stages of puberty. A bibliography is also included. (HMV)

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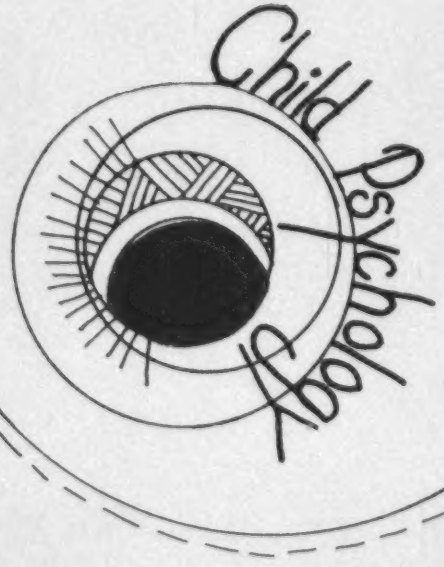
MEHLVILLE SCHOOL DISTRICT

PACE PROGRAM

TITLE III, ESEA



PARENT HANDBOOK

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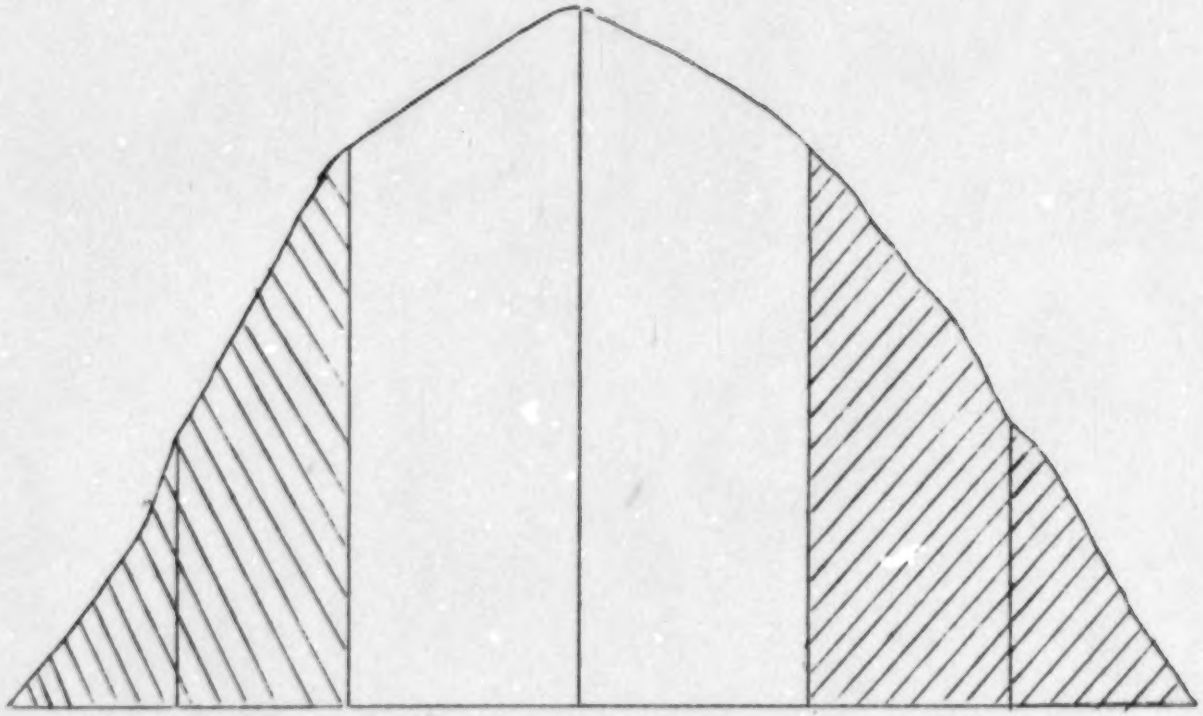
Why did I come?	What do I want to learn?
How can I improve my learning?	My anxieties and fears about this course:

CURVE OF NORMAL DISTRIBUTION

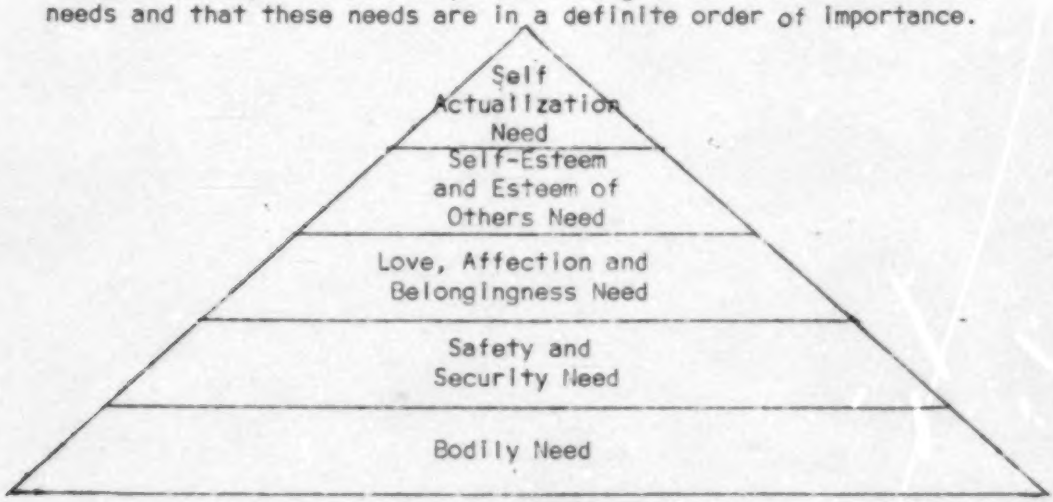


68%

Average of the Population

MASLOW'S HIERARCHY OF NEEDS

Maslow's theory is that every human being is driven to realize his needs and that these needs are in a definite order of importance.


Self Actualization Need
Self-Esteem and Esteem of Others Need
Love, Affection and Belongingness Need
Safety and Security Need
Bodily Need

A. Bodily Needs

Our bodily needs such as food, water, sleep, warmth, and waste removal must be taken care of before any other needs are met. This is the most basic need. Parents need to be sure their children have:

1. good physical health, with a basic checkup
2. good food, vitamins
3. rest

B. Safety and Security Need

This second stage of needs requires that a person feels safety and security in their surrounding. A person cannot reach a higher level of needs until this level is accomplished. Parents can assist their children at this stage by providing the feeling of safety and security within the home surroundings and also with the relationship between parent and child. Parents need to be fair, consistent, and predictable, even if not always perfect.

C. Love, Affection, and Belongingness Need

Once a person has attained bodily needs and safety and security needs, this person will then have a need for love, affection, and belongingness. This set of needs is usually fulfilled within the family for a young child. For an older child, it may be fulfilled within a peer group. Children need a family feeling of a unit in operation, as being part of the group. This develops the belongingness idea by sharing of power and responsibility in the family. Sharing in group decisions and having a mutual openness in a family is important.

D. Self-Esteem and Esteem of Others Need -

This need, as the others, can only be attained when the needs below it are satisfied. Esteem needs are related to one's feeling about themself and their perception of how others feel about them. This need is also related to feeling confident and capable because of being able to do things. Children, therefore, need to be given tasks they can accomplish and thereby build their confidence and self-esteem. Children also need to be encouraged to succeed and when they do succeed need to be recognized for it. These feelings of confidence and high self-esteem are easier to attain with a warm, ongoing, predictable relationship with another person, such as a parent.

E. Self-Actualization Need

Self-actualization is the desire to become more of what one is, to become everything that one is capable of becoming. It is the attainment of satisfaction with oneself and the feeling that you are the best that you can be. The esteem needs on the previous stage are the basis for self-actualization. People are always in the process of self-actualization.

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION

BY - Mrs. F. Pepper
Portland Public Schools
Portland, Oregon

The relationship between the child's experiences within the family, especially the impact of the family upon the personality of the child, and his experiences in the world outside the family is our concern. The experiences in the family are the most important determinants for the frame of reference through which a child perceives, interprets and evaluates the outside world. In this inquiry, then, we shall be concerned with what happens to the child in the family, the opportunites and the barriers, the challenges and expectations which are influenced by his position of birth in the family, and how this insight can aid the parent or adult in a more effective course of action.

Personality and character traits are expressions of movement within the family group in contrast to other assumptions which attribute the main significance either to heredity, psychosexual development, general individual developmental principles, or strictly to environmental stimulations. The concept of the family constellation as a dynamic explanation, sees the development not so much as the result of factors which converge on the child, but of his own interaction. He influences the group and the other members of the family as much as he is influenced by them, and in many regards even more, because his own concept forces them to treat him the way he expects to be treated. Each child, in his early relationships to other members of the family, establishes his own approaches to others in the effort to gain a place in the group. All his strivings are directed towards a feeling of security -- a feeling of belonging -- that the difficulties of life will be overcome and that he will emerge safely and victoriously. Dreikurs states that 'he trains those qualities by which he hopes to achieve significance or even a degree of power and superiority in the family constellation."

Other possibilities or factors which may affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, an only girl among all boys, some obvious physical characteristic, an older person living in the home, or the favoritism of parents toward a child. Adler states that 'the dangers of favoritism can hardly be too dramatically put. Almost every discouragement in childhood springs from the feeling that someone else is preferred. Where boys are preferred to girls inferiority complexes amongst girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through the suspicion that others are preferred."

Human beings react differently to the same situation. No two children born into the same family grow up in the same situation. The family

environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the situation changes.
2. Parents are older and more experienced.
3. Parents may be more prosperous and own home.
4. Parents may have moved to another neighborhood.
5. Possibility of step-parent -- due to divorce or death.

Adler taught that in the life-pattern of every child there is the imprint of his position in the family with its definite characteristics. He pointed out that it is just upon this one fact -- the child's place in the family constellation -- that much of his future attitude towards life depends.

THE ONLY CHILD

The only child has a decidedly difficult start in life as he spends his entire childhood among persons who are more proficient. He may try to develop skills in areas that will gain approval of the adult world or he may solicit their sympathy by being shy, timid, or helpless.

1. Usually is pampered child -- and if a boy has a mother complex.
2. If boy, sometimes feels that his father is his rival.
3. Enjoys his position as the center of interest.
4. Usually is interested only in himself.
5. Sometimes has a feeling of insecurity due to the anxiety of his parents.
6. Usually are not taught to gain things by own effort; merely to want something is to have it.
7. If his requests are not granted, he may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD

The first child has a precarious position in life -- being the oldest should entitle him the favorite spot, and frequently does. However, he may become discouraged upon the birth of the second child, and refuse to accept responsibility.

1. Is as only child for a period of time and has, therefore, been the center of interst.

2. Has to be first -- in the sense of gaining and holding superiority over the next children.

3. Becomes a "de-throned" child with the birth of the second child. (Sometimes feels unloved and neglected. He usually strives to keep or to regain his mother's attention by positive deeds; when this fails, he quite often switches to the useless side and may become obnoxious. If his mother fights back, the child may become a problem child.)

4. Could develop a good, competent behavior pattern or become extremely discouraged.

5. Sometimes strives to protect and help others in his struggle to keep the upper hand.

6. Sometimes death wishes or expressions of hate are directed toward the second child.

7. If the first child is a boy followed by a sister -- within a short time:

    a. Personal conflict may become a pattern of sexual discord.
    b. Girls develop faster than boys during one to seventeen and press closely on the heels of the first child.
    c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
    d. The girl may develop a feeling of inferiority and pushes on.

THE SECOND CHILD

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though he is under constant pressure.

1. Never has his parents undivided attention.

2. Always has in front of him another child who is more advanced.

3. Feels that the first child cannot be beaten which disputes his claim of equality.

4. Often acts as though he were in a race. Hyperactive and pushy.

5. If the first child is successful the second is more likely to feel uncertain of self and his abilities.

6. Usually is the opposite of the first child. (If the first child is dependable and "good" -- the second may become undependable and "bad".)

7. Becomes a "squeezed" child whenever a third child is born.

THE YOUNGEST CHILD

The youngest child has quite a peculiar place in the family constellation and may become a speeder because he is outdistanced and may become the most successful; or he may become discouraged and have inferior feelings.

1. Is often like an only child.
2. Usually has things done for him -- decisions made, and responsibilities taken.
3. Usually is spoiled by the family.
4. Finds himself in an embarrassing position -- is usually the smallest, the weakest and above all -- not taken seriously.
5. May become the "boss" in the family.
6. Either attempts to excel his brothers and sisters or evades the direct struggle for superiority.
7. May retain the baby role, and place others in his service.
8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group -- and may feel neglected. He discovers that he has not the privileges of the youngest nor the rights of an older child.

1. May feel unloved and abused.
2. Becomes a "squeezed" child whenever a third child is born.
3. May hold the conviction that people are unfair to him.
4. May be unable to find his place in the group.
5. May become extremely discouraged -- and more prone to become a "problem child".

MIDDLE CHILDREN -- LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character and the conflict between the children tends to be less fierce. In other words, the larger the family, usually the less conflict and strife among the children.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. "As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up: where one shows weakenss or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may lean and get support by weakness and frailty. There are cases where a strong competition did not prevent a mutual agreement, but rather permitted each to feel secure in his personal method of compensatory striving."

If there is quite a number of years between the birth of children, each child will have some characteristics of an only child. Perhaps there will be two families -- one set of children, then a space of years, then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but basically the above characteristics remain the same.

The development of an only girl among boys or an only boy among girls presents a ticklish problem. Both usually tend to go to extremes -- either in a feminine direction or masculine role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.

"Every difficulty of development is caused by rivalry and lack of cooperation in the family. If we look around at our social life and ask why rivalry and competition is its most obvious aspect -- indeed, not only at our social life but at our whole world -- then we must recognize that people everywhere are pursuing the goal of being conqueror, of overcoming and surpassing others. This goal is the result of training in early childhhod, of the rivalries and competitive striving of children who have not felt themselves an equal part of their whole family."

From the moment of birth the child acts, thinks, and feels in response to his world in accordance with how he experiences or perceives it; and the way in which he experiences or perceives his world is to him -- reality. What actually happens to the individual is not as important as how he interprets the situation. With this is mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

The child's position in the family sequence shows how a child uses his situation and the resulting impressions to create his style of like, his pattern of movement and his characteristic traits.

GESELL

Gesell had a theory of neurological and behavioral maturation. He believed that psychological and behavioral growth proceed at a certain pace, in orderly stages, and that behavior at any age is an expression of the child's stage of maturity and adaptation to the environment. For example, babies will crawl when coordination makes crawling possible.

CHILD DEVELOPMENT STAGES

Stage	Age	What happens
1. Infancy	before walking	emotional needs - 1. hunger satisfaction 2. warmth 3. sleep 4. urination and defecation 5. cuddling (closeness) 6. relationship with parents intellectual needs - 1. sensory stimulation 2. intellectual stimulation
2. Toddlerhood	walking - 2 years old	age of exploration needs to acquire feelings of confidence learns names for parts of the body
3. First Adolescence	2 - 3 years old	"non-conformist" 2 & 4 year olds - disequilibrium 3 & 5 year olds - equilibrium learns self-identity vs. social conformity needs balance of power and independence from parents language development.
4. Preschool	3 - 5 years old	Tasks - 1. needs energy release for muscle development 2. learns control for impulse 3. learns to express feelings in words 4. learns separation from mother 5. learns sharing with peers 6. learns sexual identity 7. learns basic attitudes about sex 8. has a 'family romance' 9. needs intellectual stimulation Average - 3 years old - conformist competitive with peers

4 years old - crude, blunt, direct
exaggerates

5 years old - happy & content
concrete thinking
curious, enthusiastic

5. Middle Childhood	6 - 10 years old	period of contentment more in society of peers than parents Average - 6 years old - extremes much energy importance of peer groups first grade pressure 7 years old - more cooperative sometimes "withdrawn" (very private) issue of 'fairness' 8 years old - expansive age busy, active wants attention exaggerates "special friend" organized groups 9 years old - more individual, independent self-motivation learns skills and and techniques secret clubs 10 years old - reliable, stable occasional angry outbursts at younger children
6. Preadolescent	11 - 12 years old	begins to resist parental and school authority Average - 11 year old - very assertive girls developing more rapidly

			great emotional changes large appetites self-organized groups
		12 years old -	mellowed very enthusiastic calmer emotions
7.	Early Adolescence	13 - 14 years old	13 years old - preoccupation with self touchy withdrawn feelings easily hurt girls - 1 or 2 best friends boys - 5 or 6 best friends
		14 years old -	more outgoing can express feelings better

PIAGET

"Intellectual functions develop by orderly stages and sequences as children grow older."

SUMMARY OF PERIODS OF COGNITIVE DEVELOPMENT

PERIOD	CHARACTERISTICS	MAJOR CHANGE
Sensori-Motor Stage (0-2 years)		
Stage 1 (0-1 month)	Reflex activities	Reflex activity to representational solutions to problems
Stage 2 (1-4 months)	Hand-mouth Coordination	
Stage 3 (4-8 months)	Hand-eye coordination	
Stage 4 (8-12 months	Coordination of two activities	
Stage 5 (12-18 months)	Experimentation	
Stage 6 (18-24 months)	Internal representation Mental combinations	
Preoperational Stage (2-7 years)	Language development (2-4 years) Problems solved through representation Cannot solve conservation problems	Representational to pre-logical solutions to problems
Concrete Operational Stage (7-11 years)	Reversability attained Logical operations developed and applied to concrete problem	Pre-logical thought to logical solutions of concrete problems
Formal Operational Stage (11-15 years)	Logically solves all types of problems - thinks scientifically Solves complex verbal problems	Logical solutions of concrete problems to logical solutions of all kinds of problems

PUBERTY DEVELOPMENT

GIRLS	BOYS

Age 10

Hips - begin to widen
Menstruation - begins before age 11 in about 3 out of 100
Breast - development may begin as early as age 10 for early maturers

Age 11

During this year girls become taller than boys

Preadolescence

Breasts - begin to bud
Pubic hair - appears
Height - maximum gain period begins

Testes - accelerated development begins

Age 12

Girls are taller and heavier than boys

Pubic hair - slightly curled (12-1)
Height - peak of maximum gain
Weight - peak of maximum gain period coincides with or closely follows that of height
Pubic hair - moderately curled (12-10)

Preadolescence

Height - maximum gain period begins - at same time accelerated development of penis begins
Fat - for half or more boys, fat is conspicuous around nipples and over abdomen, hips, and thighs

Age 13

Girls are taller and heavier than boys

Early Adolescence

Menstruation - begins
Pubic hair - well established
Hair under arms - appears after first menstruation

Pubic hair - appears
Voice - change begins
Ejaculation - of semen begins, and hair under arms with perspiration odors

Age 14

Girls are shorter but heavier than boys

Early Adolescence

Breasts - maturely developed
Pubic hair - maturely developed

Height - peak of maximum period

Age 15

Girls are shorter but heavier than boys

Age 16

Girls are shorter and lighter than boys

Late adolescence

Menstruation - about 3 out of 100 menstruate first at age 16 or later

Shaving - becomes necessary between 15 and 17

Voice Changes - completed between 16 and 18

Age 17

Late adolescence

Age 18

Mature height is now attained